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ABSTRACT

This article reports the preliminary field test results of the Counselors Expanding Career Options Project (CECO), the goal of which was to develop and field test non-stereotyped career education materials for rural and non-urban high schools. The project was funded by the Women's Educational Equity Act. The field test design establishes four comparison groups of approximately 18 schools each. The first group participated in a one-day training workshop and used The Whole Person Book. The second group used The Whole Person Book but did not receive training. The third group participated in the CECO pilot project. All three groups used CECO materials in their career guidance programs. The fourth group is the control group, not using CECO materials. Participants were pre- and post-tested with The Attitudes Toward Sex Role Differentiation in Education, the Social Reaction Inventory, the Bem Sex Role Inventory, and the Title IX Women and Careers Inventory. The results were analyzed to identify differences due to the sex of the participant and/or the professional position held in the school. There is a need for improved pre-service as well as in-service counselor education regarding non-sexist career development. (JI)

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TOWARD SELF DISCOVERY AND LIFE OPTION:

NON-STEREOTYPED CAREER COUNSELING

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Career counseling can be viewed as a component of career education. Career education is an extended concept embracing educational options, lifestyle and life roles, and educational and employment re-entry. It is an integrative strategy which emphasizes the meshing of academic and vocational instruction, and which encourages career relevance in school curricula. Marland (1974) cites a tentative definition ratified by the Chief State School Officers:

> . . . Career education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. . . . (p. 105)

Clearly, career education has many implications for the direction and scope of education.

With regard to career education, one area requiring more examination is sex stereotyping in career education and guidance materials. Gender or sex stereotyping may be defined as "the predetermination of people's choices in life on the basis of sex, without regard to individual differences or preferences." Such stereotyping is limiting and crippling to both sexes; and yet we all find ourselves susceptible to the entrenched biases of the culture in which we were socialized. Lee and Gropper (1974) present a fascinating discussion of the culture of sex role identification and the predetermined expectations associated with sex role cultures.

Specifically, evidence indicates that career materials reinforce and perpetuate sex role stereotypes in career choice. Vetter, Stockburger, and Brose (1974) examined a random sample of career guidance materials for high school students published since 1970. The researchers found nearly all the examined materials were stereotypic when considering illustrations, male/female pronoun

usage, and role models. Birk, Cooper, and Tanney (1973) analyzed illustrations in the *Occupational Outlook Handbook*, both volumes of the *Encylopedia of Careers*, the *SRA Occupational Briefs*, and various pamphlets and brochures. The illustrations were found to be stereotyped by sex. Heshusius-Gilsdorf and Gilsdorf (1975) conducted a content analysis of two recently published career series and found both reinforced occupational sex stereotyping although one claimed to be sex-fair. Women on Words and Images (1975) randomly selected 80 sets of commercial career education materials and examined illustrations, language usage, and role modeling. They identified four groupings of materials: those reinforcing sex stereotypes in occupations; those which attempted fairness; those presenting superficially treated non-traditional roles; and those designed to counteract stereotyped attitudes. The majority reinforced occupational sex stereotypes.

An excellent review by Osipow (1976) reporting research on vocational behavior indicated sex stereotyping in career development is continuing but moderating. Shinar (1975) indicated career choice continues to be related to sex and that occupations are stereotyped similarly by both females and males. Sheppard and Hess (1975) suggested, however, that sex stereotyping may be weakening somewhat with regard to certain activities performed by males and females.

A growing number of materials deal directly with sex stereotyping. Most are non-commercial and are concerned with a single career component. O'Dell, Abbey, Chermonte, and Demark (1975) examined values and decision making with regard to career choices made by women. Educational Challenges, Inc. (1974) has compiled resources and activities related to sex stereotyping for elementary and secondary teachers. Several sources deal with stereotyping and self awareness in career development (Hanson, 1975; Kincaid, 1972; Pate, 1973; Sargent,

1977; Stebbins, Ames, & Rhodes, 1974). A number of materials focus on roles for women--life roles (State of California Advisory Commission on the Status of Women, n.d.); and occupational roles (Birk & Tanney, 1973; Feminist Action Alliance, Inc., n.d.(a), n.d.(b); Kalunian, Lopatich, and Cymerman, 1975).

COUNSELORS EXPANDING CAREER OPTIONS

One response to the need for non-sexist career guidance materials is the Counselors Expanding Career Options (CECO) Project. The CECO Project, a division of the Nebraska Commission on the Status of Women, is funded under the Women's Educational Equity Act of the 1974 Educational Amendments.

The project goals were (1) to develop materials for rural high school counselors which will increase their awareness and supply them with ideas and processes to broaden their students' concepts of career/life planning, with emphasis on Title IX counseling provisions and sex-fair counseling practices; and (2) to test these materials for effective classroom use.

The Whole Person Book (Christensen-Liggett, Romero & Schmeling, 1977) is composed of materials designed to provide a base from which counselors could personalize and adapt activities to local school and community resources. Although not a comprehensive compilation, the activities address the major components of career counseling - Values and interests, Decision-making, and Life Planning. Emphasis was placed on experiences and activities which would help students identify and respond to changing roles and responsibilities. Twenty-seven Nebraska schools were chosen to pilot the materials the first year. On the basis of the piloting, the materials were revised during the fourth quarter of the first year of the grant.

Field testing of the learning materials is currently in progress. Seventy-two schools in Nebraska, Iowa, Kansas, and Colorado are involved in the testing.

The field test design establishes four comparison groups of approximately 18 schools each. The first group is composed of 17 schools who attended a one-day training workshop and who are now using *The Whole Person Book*. The second group (17 schools) is also using *The Whole Person Book*, but did not receive training. Both groups were asked to integrate the CECO materials into their career guidance program. The third group is composed of 19 schools who participated in the CECO pilot project (1976-77); this group is also using the materials in their career guidance program. The fourth group (19 schools) is the control group. These schools are not using the CECO materials. They were asked to maintain their regular career guidance program without integrating any non-sexist non-traditional materials during the year.

The measurement component of the research design involved pre- and post-testing of all field test participants. The instruments used were: (1) The Attitudes Toward Sex Role Differentiation in Education--A/SRDE (Davis, Podemski, Engin, & Silver, 1977) which measures attitudes toward women's roles in society and education; (2) the Social Reaction Inventory (Rotter, 1966) which assesses the individual's personal orientation to control of decision making (internal-external locus of control); (3) the Bem Sex Role Inventory (Bem, 1976) which measures androgyny; and (4) the Title IX/Women and Careers Inventory (Christensen, Romero, & Pflum, 1977) which tests knowledge of Title IX and women's involvement in the work force.

Results of the pre-testing on all but the Bem Sex Role Inventory (BSRI) are found in the following tables. The BSRI is being used for correlational studies not yet completed.

Analysis of Variance (ANOVA) was used for the pre-test analyses of the three instruments. The purpose of these analyses was to identify differences in scores

due to the sex of the participant and/or the professional position held in the school. Participants were separated into five groups according to sex and school position: female counselors, male counselors, female teachers, male teachers, and male administrators. Because there were no female administrators as participants, there was no sixth comparison group. Consequently, analyses for each instrument was conducted in the following manner. For interaction analysis, a two-way ANOVA was computed using the female/male, counselor/teacher groups. Second, a one-way ANOVA was computed for the sex factor. Finally, a one-way ANOVA was conducted for comparisons among the three school positions--counselors, teachers, and administrators. While not optimal, this method was selected over the alternative of totally omitting the male administrators group from all the analyses.

The Attitudes Toward Sex Role Differentiation in Education (A/SRDE) is a 45-item Likert-like scale which assesses attitudes toward social roles of females and males. The test is scored so that a totally favorable score would be 180 and a totally unfavorable score would be zero. The range for the pre-test (N=141) was 89 to 123. The mean for all participants was 109.39.

As demonstrated in Table 1, there were no interaction effects between sex and school position. There were, however, significant differences in scores between males and females. In addition, there were differences among the school positions: counselors and teachers, as groups, scored higher than administrators.

The Social Reaction Inventory is a 29-item, forced-choice test with 23 scored items imbedded in the test. The test score, a measurement of personal orientation toward control of decision making, indicates whether people believe that they control events (internal orientation), or whether events are determined by luck or other people (external orientation). A low score indicates an internal orientation. With a maximum of 23, the scores ranged from one to eighteen. The mean for all participants was 7.81.

There was a significant difference in Social Reaction Inventory scores based on school position (see Table 2). An analysis indicated the critical differences in scores were found between counselors and teachers, and between counselors and administrators. There was no statistical difference between teachers and administrators.

The third instrument, the Title IX/Women and Careers Inventory, is composed of 25 true-false and multiple-choice items. The inventory measures knowledge on two subscales--Title IX, and women's roles in the work force. The mean for all participants on the first subscale (13 items) was 7.79 with scores ranging from 1 to 13. The mean for all participants on the second subscale (12 items) was 6.88 with scores ranging from 3 to 11.

Because a correlation exists between the two subscales ($r > .2$), a multivariate approach was used. Regarding knowledge of Title IX regulations, Table 3 reports no interaction effects based on sex and school position. There were significant differences between scores based on the sex of the participant. An examination of the means indicates females possessed a better knowledge of Title IX regulations than did males. There were no differences in scores between counselors and teachers, between counselors and administrators, or between teachers and administrators.

There were also significant differences between participant groups in their knowledge of women's roles in the work force. Table 4 shows the differences occurred between counselors and teachers, and between teachers and administrators. Counselors and administrators, as groups, scored better than teachers in their knowledge of women's participation in the work force. There were no differences in scores based on the sex of the participants.

The results of the pre-test data will be used in the field test analyses as baseline information about the participants' attitudes and personal characteristics. This information will be used for comparisons with post-test data.

Post-test data will be collected in May, and final results will be available upon request in August 1978 from the Nebraska Commission on the Status of Women.

PRE-SERVICE TRAINING

If all students are to be accorded equal opportunities for career development services, teachers and counselors must be trained through pre-service offerings as well as through in-service.

Improved pre-service education is contingent upon a cycle of course development and revision. A need exists within colleges and universities to systematically examine curriculum offerings in teacher and counselor education programs, particularly those dealing with occupational and career education and vocational psychology. It has been pointed out that such courses are usually reserved for the newest and most inexperienced faculty members because of a reluctance of other senior faculty to show interest in career development. For instance, university faculty may be unaware of the relationship of sex role stereotyping to career development for men and women. A need exists to provide university faculty members with information that will assist in course modifications and revisions to reflect a growing concern about non-sexist career development.

Three modules in an experimental pilot edition have been prepared for university faculty interested in developing and/or implementing a course module examining sex-role stereotyping and career development for pre-service training. The fundamental purpose of the modules is to provide materials and lessons which will assist students in acquiring a basic understanding of sex-role stereotyping particularly as it relates to career development and choice. The rationale rests on the need for both teacher and counselor education programs to provide knowledge about sex-role stereotyping and career development for students in training. A major goal is that future teachers and counselors be able to intervene in the

student developmenta. process by encouraging students to develop their talents and skills to an optimal level through the elimination of stereotypic career tracking for males and females.

Included in these modules are background materials, readings and suggested lesson plans which are appropriate for use in the pre-service preparation of counselors at the graduate level. Materials have been adapted from *The Whole Person Book*. In addition, sample materials for a lecture approach has been reprinted with permission from the Wisconsin Vocational Studies Center, Madison, Wisconsin (Hartz, 1977).

The purpose of these modules is to examine sex-role stereotyping particularly as it relates to career development and choice. The total packet of materials is divided into three instructional modules: Self Awareness and Exploration; the Psychological and Sociological Process of Career Development; and Career Development and Women in the World of Work. Each module is self contained and is designed for a minimum three-hour presentation. Each may be modified for use in shorter class periods according to facilitator needs. Suggested time parameters are offered only as a guide.

The three modules have been adapted from a larger set of learning materials contained in *The Whole Person Book*. Facilitators who utilize these modules are referred to the original source for additional activities that deal with a wide array of issues that will help students focus on non-sexist, non-traditional career education.

A limited supply of the pre-service training guide has been produced for Counselor Educators in Nebraska and distributed during the winter of 1977-78. The evaluation of the modules, possible expansion and updating is currently ongoing. Counselor educators or teacher educators wishing to receive a copy of the training

guide for review and revision recommendations should contact:

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TABLE 1

ASRDE
Pre-Test Results

Source	df	MS	F
Interaction between sex and school position[1]	1	32.75	0.17
Error (within)	125	196.03	
Sex of Participant:			
Female/Male	1	4428.21	23.38***
Error (within)	139	189.43	
School Position:			
Administrators/Counselors	1	1496.28	7.06**
Teachers/Counselors	1	11.60	0.05
Teachers/Administrators	1	938.67	4.43*
Error (within)	138	211.97	

* $p < .05$

** $p < .01$

*** $p < .001$

[1]Interaction was calculated for female/male, counselor/teacher groups only. The male administrator group was omitted because there was no female comparison group.

TABLE 2

Social Reaction

Pre-test Results

Source	df	MS	F
Interaction between sex and school position[1]	1	18.31	1.40
Error (within)	125	13.05	
Sex of Participant:			
Female/Male	1	15.77	1.07
Error (within)	139	14.67	
School Position:			
Administrators/Counselors	1	56.64	4.37*
Teachers/Counselors	1	208.03	16.03**
Teachers/Administrators	1	2.28	0.18
Error (within)	138	12.98	

* $p < .05$

** $p < .001$

[1]Interaction was calculated for female/male, counselor/teacher groups only. The male administrator group was omitted because there was no female comparison group.

TABLE 3

Title IX Variable
Pre-Test Results

Source	df	MS	F
Interaction between sex and school position[1]	1	4.85	1.39
Error (within)	125	3.48	
Sex of Participant:			
Female/Male	1	19.75[2]	5.65*
Error (within)	139	3.50	
School Position:			
Administrators/Counselors	1	2.13[2]	0.60
Teachers/Counselors	1	16.59[2]	4.70
Teachers/Administrators	1	0.97[2]	0.28
Error (within)	138	3.53	

* $p < .01$

[1]Interaction was calculated for female/male, counselor/teacher groups only. The male administrator group was omitted because there was no female comparison group.

[2]Stepdown F statistics used, $\alpha < .01$.

TABLE 4

Women and Work Variable
Pre-Test Results

Source	df	MS	F
Interaction between sex and school position[1]	1	1.30	0.81
Error (within)	125	3.04	
Sex of Participant:			
Female/Male	1	7.30[2]	2.30
Error (within)	139	3.18	
School Position:			
Administrators/Counselors	1	10.87[2]	3.64
Teachers/Counselors	1	25.75[2]	8.63*
Teachers/Administrators	1	31.03[2]	10.40**
Error (within)	138	2.98	

* $p < .005$

** $p < .001$

[1]Interaction was calculated for female/male, counselor/teacher groups only. The male administrator group was omitted because there was no female comparison group.

[2]Stepdown F statistics used, $\alpha < .01$.

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